

Transitioning to 21st Century Instruction through Professional Learning

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Today's Objectives

- Identify Modern Learning and what it looks/feels like in the classroom.
- Identify the shifts in leadership, curriculum, instructional framework, digital ecosystem, and how professional learning helps those shifts happen.
- Provide insight to district-led Professional Learning systems using blended adult learning opportunities
- Provide a model for how that shift could be accomplished with Professional Learning.

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7

Schools Serving Preschool,
Elementary(K-6), Middle and
High School Students

J.O. Combs Unified School District



4600 students
500 Employees

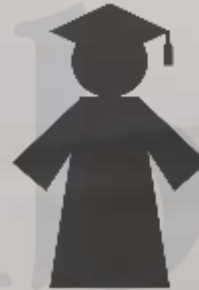


68 square miles of land

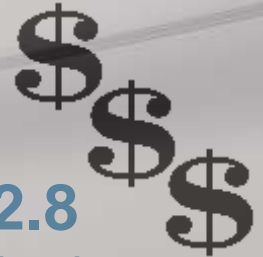
54,000 residents
16 square miles
San Tan Valley



**5 Title I
Schools**



91%
graduation rate



\$2.8
million in
scholarships for
2017 graduates

When you think of the majority of classrooms on your campus today, what word/s come to mind?



When poll is active, respond at **PollEv.com/marcusberksh390**



Text **MARCUSBERKSH390** to **22333** once to join

Voice of an Active Learner



<https://www.youtube.com/watch?v=63k1kYhHh1Y>

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Reflect & Wonder



Reflect

Think about your years as a student and then move to your years as a teacher. How has society's ASK changed in these years?

Wonder

How will society's ASK change in the life of a current Kindergartner?

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Society's Needs and the New ASK

- Read the article excerpted from Teacher as Architect, by Smith, Chavez, & Seaman.
- When your table is done reading the article, discuss at your table the following question:

What is meant by the term “society’s new ASK?”



Through the Decades

- Move to a chart that best aligns with your years in secondary or high school.
- Introduce yourselves to the others in the group and identify your current role.
- Complete the chart, thinking of the following questions:
 - What was the focus of the curriculum during your time in secondary or high school?
 - What jobs do you think this curriculum was preparing students for?
 - Where did most graduates from your decade go to work or school?
- Identify a spokesperson for the group that will summarize and share your bullet points.

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Context for Change



WHERE WE WERE

Traditional classrooms
Direct Instruction
Predominantly paper/pencil



WHERE WE ARE

Collaborative groups
Mix of paper/pencil &
chromebook
Implementing blended
learning



WHERE WE ARE GOING

Personalized learning
Personalized assessment
Flexible learning
environments



Theory of Action



If...

We have a clear, effective and efficient district system

Then...

leaders are able to focus on vision at the site level, be instructional leaders, be agents of change, and build positive relationships with all stakeholders

If...

We have innovative educational practices supported through valuable and meaningful professional learning opportunities...

Then...

Our instructional staff will be responsive to student needs through student centered practices driven by data.

If...

Our instructional staff leverages technology

Then...

Our learning spaces will be flexible and blended, fostering collaboration, where learning is owned by students.

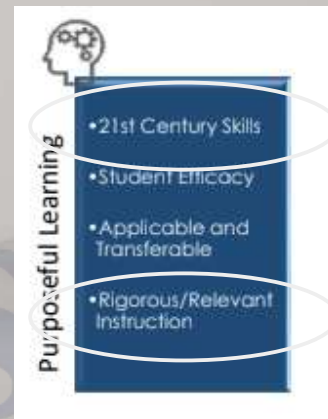
If...

We have schools that have a focus on learning, collaborative culture, and are results oriented...

Then...

We will have students that have the critical skills, knowledge, and understanding that will allow them to successfully participate in a changing global world.

Instructional Model



21st Century Framework



WHAT ARE 21ST CENTURY SKILLS? THESE 4 C's:

C

COMMUNICATION

Sharing thoughts,
questions, ideas &
solutions

C

COLLABORATION

Working together to
reach a goal. Putting
talent, expertise,
and smarts to work

C

**CRITICAL
THINKING**

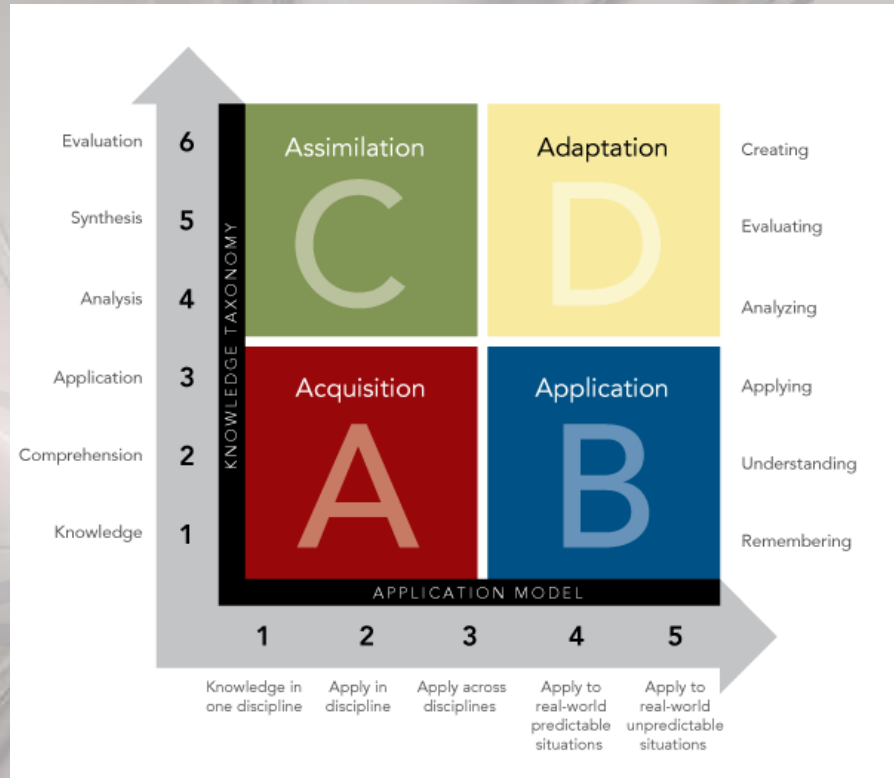
Looking at problems in
a new way and linking
learning across
subjects & disciplines

C

CREATIVITY

Trying new approaches
to get things done equals
innovation & invention

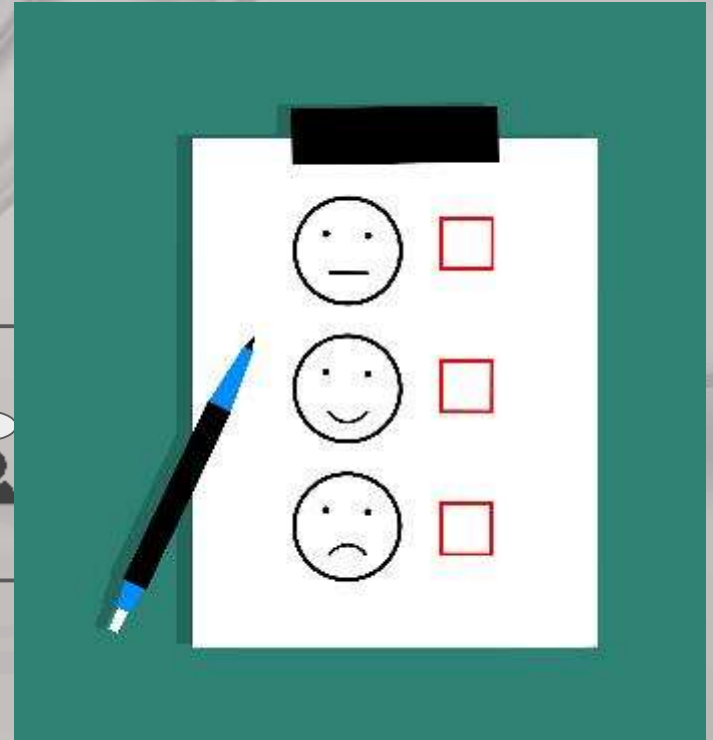
Rigor Model



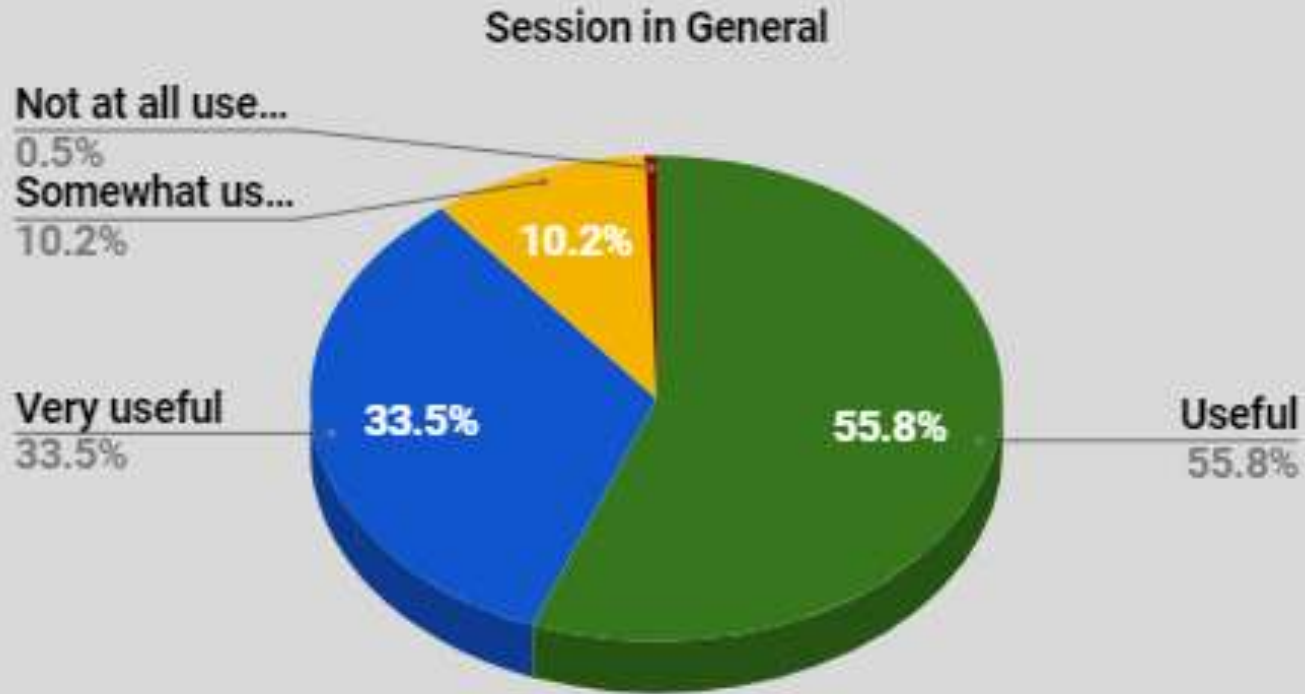
How do you currently deliver district-wide Professional Learning?



January 2018 Professional Development



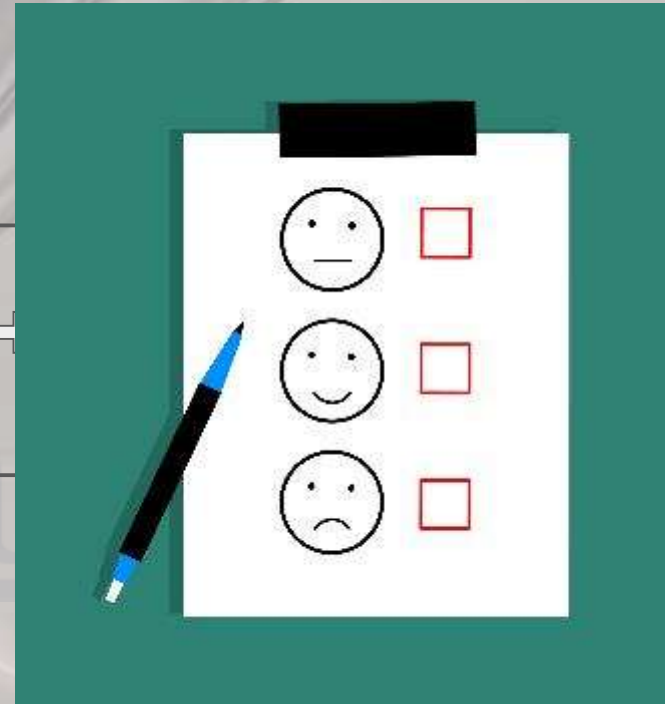
January 2018 Professional Development



March Professional Development



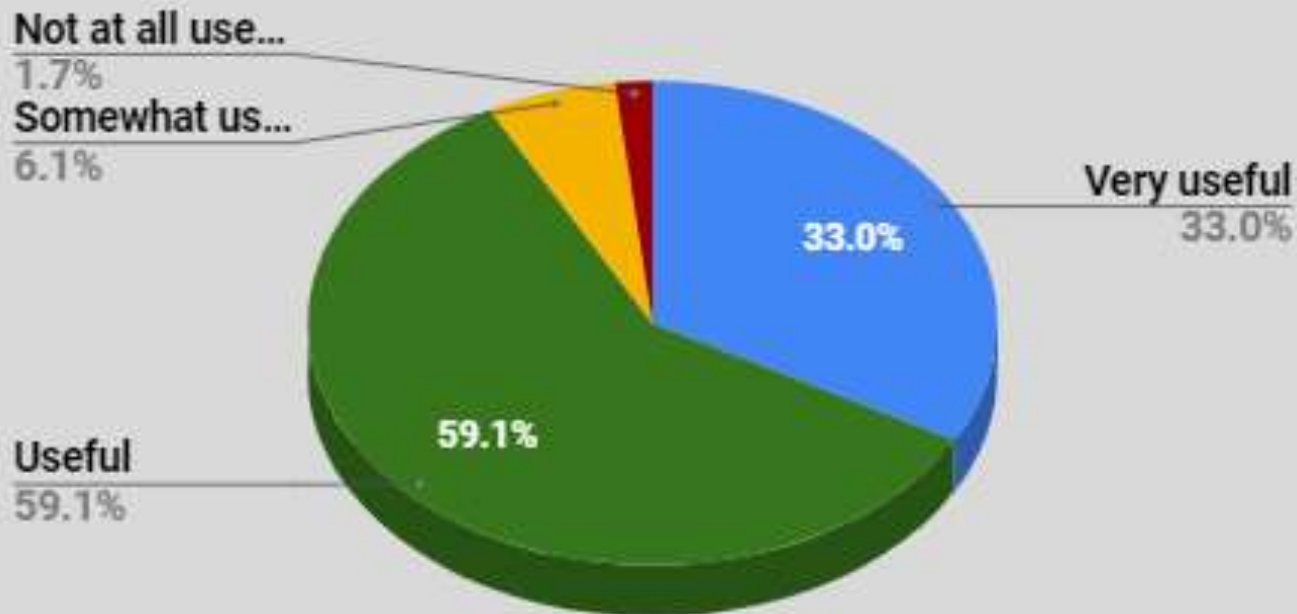
Think Like an
Assess



March 2018 Professional Development



Session in General



Transition



- Motivation
- Personalization
- Feedback
- Fluency & Listening
- Rigor
- Relevance
- Relationships
- Discipline

**Blended
Rigorous
Learning**



- Mobility
- Structure
- Tracking & Control
- Self-Study
- Reduced Costs
- Global Reach

May

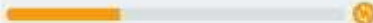
Goal 1

Nurturing: Teachers will sustain a supportive learning environment that encourages students to change, grow and improve through taking risks in learning.



Goal 2

Innovation: Teachers will be able to design and implement rigorous and relevant learning experiences that allow students to apply and transfer knowledge into real-world situations.



Goal 3

Purposful Learning: Teachers will be able to design and implement rigorous and relevant learning experiences that allow students to apply and transfer knowledge into real-world situations.



Goal 4

Assessment: Teachers will be able to effectively collect and analyze evidence of student progress in order to personalize learning and provide feedback to students and families.



► Architect a Learner-Centered Culture

► Architect a Modern Physical Learning Environment



Transition



Review, refresh & build



1

Gain knowledge



Acquire

Process

Reflect

Formative
assessment

Mini task

Review, refresh &
build



2

Gain knowledge



Performance Task



Create

Upload

Share

July Professional Development



▼ Synthesizing Intentional Planning and Team Collaboration



DESCRIPTION

This module offers an opportunity for participants to recalibrate and explore the structures and modes in which teams will collaborate to design engaging learning experiences for all students.

MICRO-CERTIFICATION



Not Started



1.1 Understanding by Design Tree Map Review Reflection



1.2 Understanding by Design Personal Interest topic



1.3 Understanding by Design Thinking Map Upload

Four Critical Questions

1. What should students know and be able to do as a result of this course?
2. How will we know that the students know and can do that?
3. How will we respond when students do not learn?
4. How will we respond when students are ready to learn more?

2.2 PLC Big Ideas and Questions Thinking Maps



2.3 PLC Student Characteristics



2.4 UBD and PLC Tree Map Reflection



2.1 PLC Characteristics



2.5 PLC and UBD Visual Mini Performance Task





Each jigsaw group should collaborate to post one response to the following question:

Why should we feel a sense of urgency to approach planning, instruction, and assessment in more rigorous and relevant ways? Provide evidence from your reading to support your response.

Once all groups have posted, each individual should respond to one of the group posts. Remember, your response should either validate the original response with your own research or pose a question based on your own research.

Your Cohorts

Your Schools (58)

Your District

Ellsworth Elementary



SB

Suzana October 15, 9:46am

We should feel a sense of urgency to approach planning, instruction, and assessment in more rigorous and relevant ways because current students now have a completely different style than in the past. The needs of the digital learners require multiple multimedia sources and they want it active, and instantly useful.



CE

Carri October 15, 10:05am

I really liked how the article explained that students want to follow their own learning path towards understanding. It would be great to provide several resources that students can navigate in order to help form their understanding of a topic, rather than the teacher standing at the front of the room and explaining it one way or with one resource.



CE

Carri October 15, 10:05am

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Type here to search



2:25 PM
10/29/2018





https://drive.google.com/open?id=1VSaMw
evFEu1y70QXPjLgTh
R27Ox5lyqc

Performance Task Product Options

Click on each link to read more details about that option.

Apply for a grant - write a proposal for how you will use \$ and the processes we learned today to impact student achievement.

Create a cooking video - cook up a tasty meal using today's ingredients.

Paint a mural - express the impact of today's learning on your collaborative team and students

Deliver a news report - share the state of your collaborative team and what is in store for your students' achievement

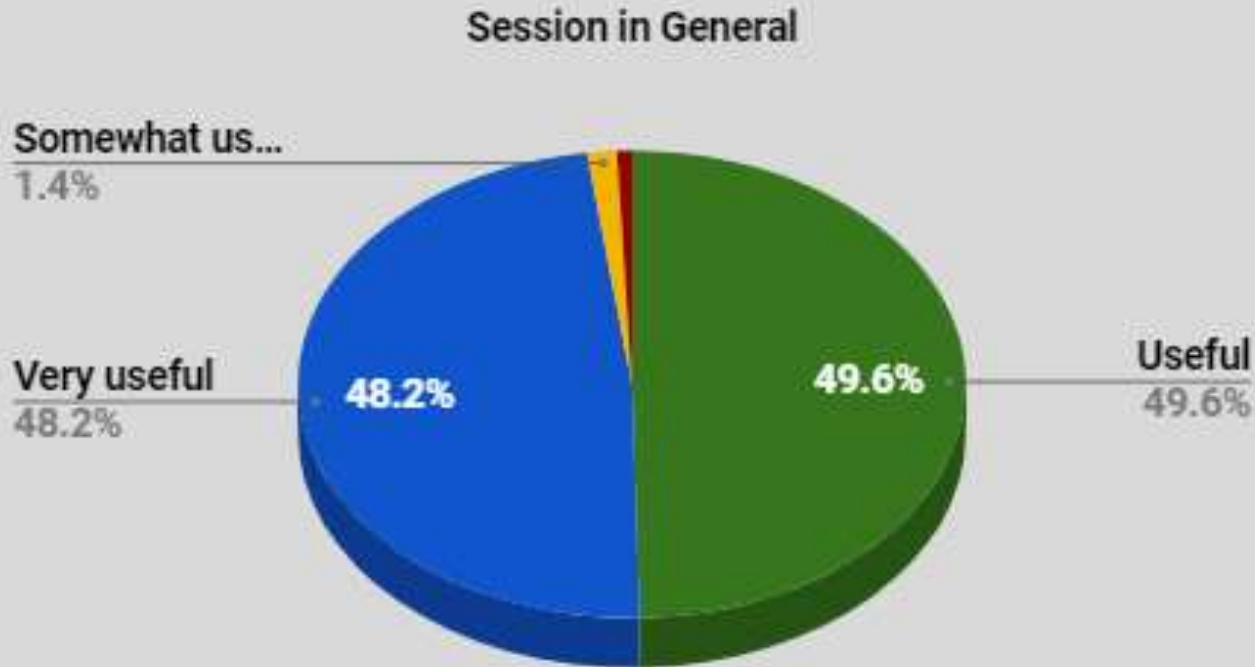
Write a story - tell a tale of your team's journey today and your plans for the future

Remember, all products must answer the following questions:

1. How will your collaborative team use the LibD framework to plan for student learning to meet the needs of all your students?
2. How will your collaborative team use the 3 Big Ideas and 4 Critical Questions of PLC to enhance learning and improve achievement for all students?
3. How will your team ensure that you cultivate and maintain a collaborative culture?

<https://youtu.be/n-9hr5N8XzA>

July 2018 Professional Development



October Professional Development

▼ Rigor, Relevance, and Relationships

DESCRIPTION

This module will be used during district-wide professional development on October 1st, 2016. It will build on learning from the July 2016 PD day.

MICRO-CERTIFICATION



Not Started



1.1 Urgency: Japan's Message



1.2 Japan's Challenge



2.1 Rigor and Relevance: Theme with Introduction



2.2 Knowledge Activity: Reflection



3.3 Application Activity: Values



3.4 Application Activity: Reflection



3.5 Application Activity: Understanding



3.6 Performance Task: Understanding



3.7 Application Activity: Values



This module is assigned to the following group(s): J.O. Combs Unified School District

October 2018 Professional Development



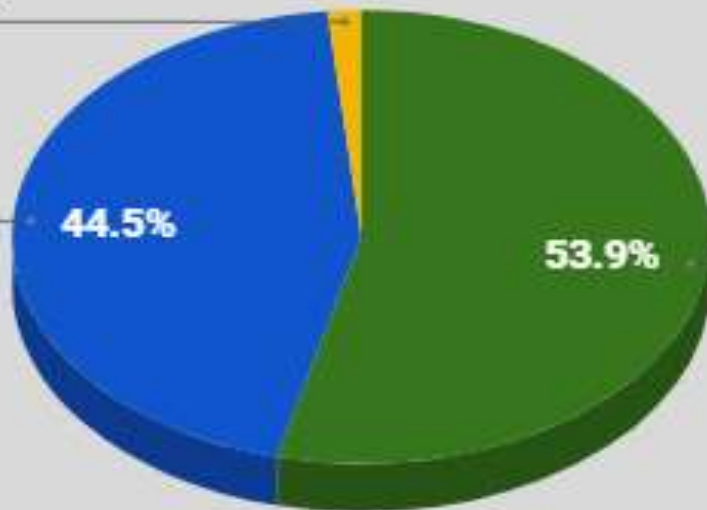
Session in General

Somewhat us...

1.6%

Very useful

44.5%

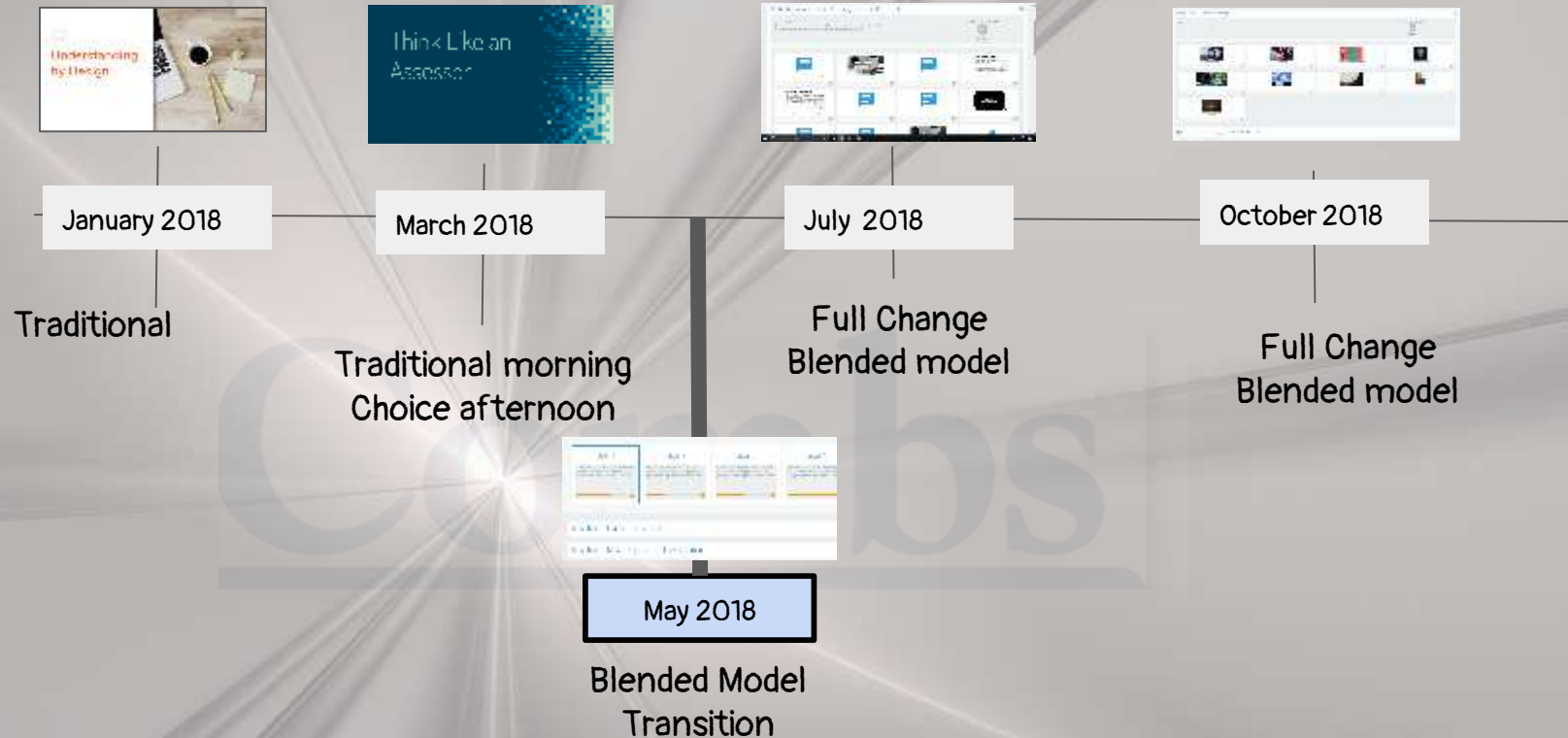


Useful

53.9%

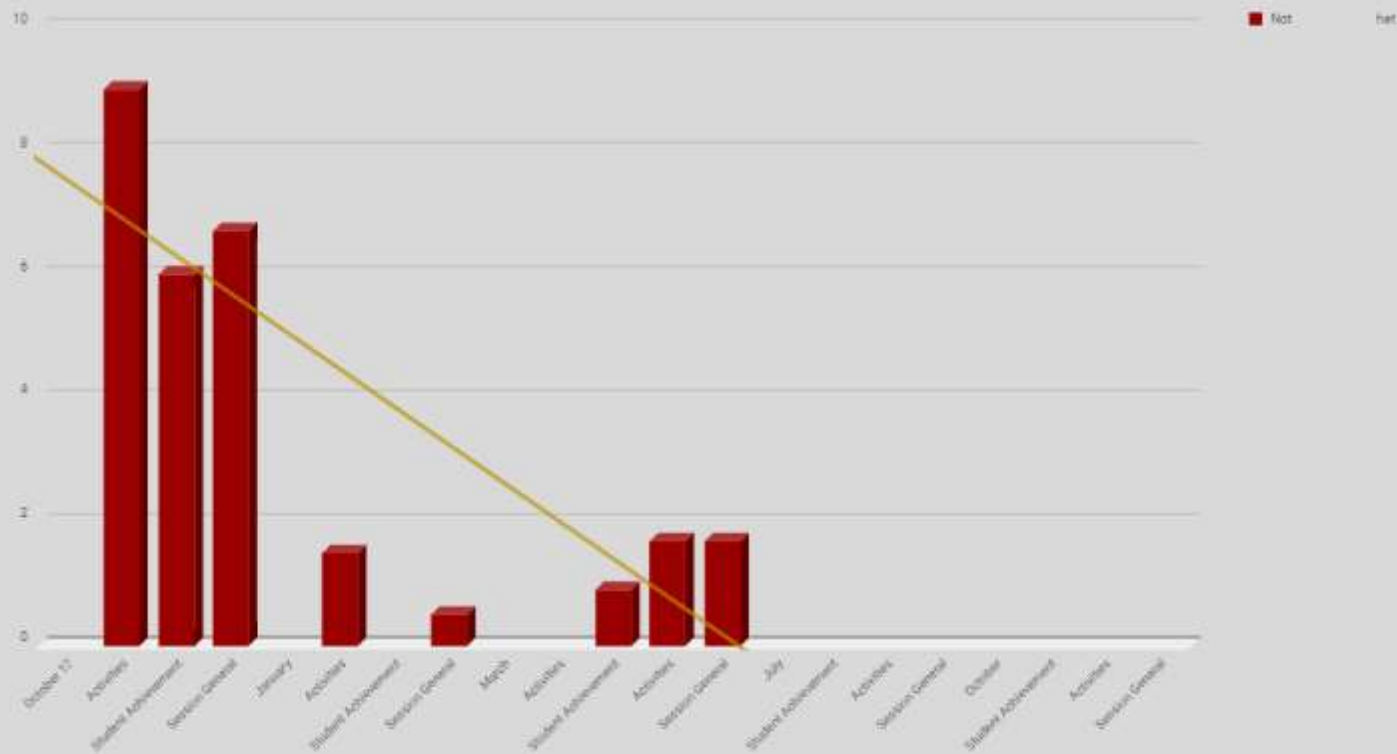


Timeline of Transition





Not At All Useful



Outcomes



Formatives



Questions

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